

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):  
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mrs. Madelyn Devers

Official School Name: Mohawk Elementary School

School Mailing Address: 917 W Hillside Dr  
Bensenville, IL 60106-1819

County: Dupage State School Code Number: 190220020022005

Telephone: (630) 766-2604 E-mail: mdevers@bsd2.org

Fax: (630) 616-4138 Web URL: http://www.bsd2.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. James Stelter Ed.D. Superintendent e-mail: jstelter@bsd2.org

District Name: Bensenville SD 2 District Phone: (630) 766-5940

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Patty Reyes

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 4 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
0 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 6933

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 10
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	23	21	44		7	0	0	0
1	20	24	44		8	0	0	0
2	17	18	35		9	0	0	0
3	19	28	47		10	0	0	0
4	22	20	42		11	0	0	0
5	18	27	45		12	0	0	0
Total in Applying School:								257

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
6 % Asian  
1 % Black or African American  
75 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
15 % White  
3 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1, 2009	274
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 66%  
 Total number of limited English proficient students in the school: 178  
 Number of languages represented, not including English: 9  
 Specify languages:

Bosnian, Bulgarian, Gujarati, Malayalam, Pilipino (Tagalog), Polish, Spanish, Ukrainian, Urdu

9. Percent of students eligible for free/reduced-priced meals: 54%

Total number of students who qualify: 149

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>5</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>2</u>	<u>7</u>
Total number	<u>26</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	97%	94%	97%	97%
Teacher turnover rate	18%	13%	26%	13%	13%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

## PART III - SUMMARY

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Mohawk School serves 257 kindergarten through fifth grade students. It is one of five schools in the Village of Bensenville, Illinois, located just north and west of O'Hare Airport. Nine languages are represented within our school community that embraces a culturally and linguistically diverse population of 75% Hispanic, 15% White, 1% Black, 6% Asian, and 3% Multiracial/Ethnic.

Since 2002, Mohawk School has undergone significant changes in the number of families who qualify as Economically Disadvantaged (based on free/reduced lunch status) as well as increases in the number of students who are Limited English Proficient (LEP). Our low income rate grew from 6.5% in 2002 to 48.7% in 2010; the LEP population significantly increased from 25.1% in 2002 to 66.4% in 2010. These factors have presented numerous challenges in the way instruction has been delivered, the availability of appropriate human and material resources, and the manner of communication with the parents and community.

With the continual support of the district office administration and the Board of Education, we have been able to accomplish student achievement milestones through an intensive study and research of best practice methodologies, participation in job-embedded professional development, and a clearly articulated parent involvement program. Mohawk teachers, staff, and principal have collectively created a professional learning community that embraces the use of data to guide instruction, ongoing progress monitoring, collaborative planning, and analysis of student work. Response to Intervention (RtI) teams meet regularly to ensure that interventions match each student's learning needs.

Mohawk School's mission is focused on inspiring, challenging, and empowering students to be successful in the global society. The teachers and staff collaboratively established a core set of values that can be observed throughout the school every day. We strongly believe:

- that all children can and will learn through a coherent, standards-based curriculum, effective instruction, and authentic assessment;
- that collaboration among parents, teachers, and students is essential to success;
- in educating the whole child academically, socially, emotionally, and physically;
- in maintaining high standards for success; and
- that the success students experience will be resultant of our collective efforts.

The staff is committed to meeting the individual needs of each student and strives to differentiate effectively to accommodate students with interferences to learning, including those with limited English proficiency. Students who need to be challenged beyond the standard curriculum are provided with the appropriate enrichment opportunities.

Based on the longitudinal data from the state assessments, Mohawk has continued to demonstrate academic progress and excellence with subgroups (i.e., Hispanic, Limited English Proficient, Economically Disadvantaged) that would be considered to be disadvantaged and potentially at-risk for failure. These are the students that are specifically targeted by the No Child Left Behind (NCLB) legislation and for whom Mohawk teachers, staff, and principal consistently demonstrate a dedication to making a positive difference.

We believe that Mohawk School is worthy of receiving Blue Ribbon status because of our student achievement and success earned through commitment and persistence. This success is not only determined by test scores, but also through the emotional, social, physical, and personal growth evidenced by our students. The priority at Mohawk School is to encompass growth in all aspects of development. Teachers and staff routinely search for opportunities to encourage students to go beyond expectations by

instilling an “I can” spirit. Student achievement and the accomplishments of the entire Mohawk community are celebrated and recognized on a regular basis.

In addition to local recognition, the Illinois State Board of Education recognized Mohawk School with the Academic Improvement Award in 2006. This award is presented to schools that have continued to improve test scores over a span of two years and is attributed to the “good old-fashioned hard work by students, teachers, and parents in high poverty schools...” ([www.isbe.net](http://www.isbe.net)).

Mohawk School was also selected by the Illinois State Board of Education as a 2009 Spotlight School. The Spotlight award recognizes a high poverty school where academic performance is closing the achievement gap as determined by the Illinois Standards Achievement Test (ISAT). The criteria include schools in which half of the students are from low income families, 60 percent of students meet or exceed reading and math standards, and 50 percent of students meet or exceed reading and math standards as well as make Adequate Yearly Progress (AYP) two years prior to the award year.

It is evident that the Mohawk School learning community strives to provide the positive emotional and cognitive support to our students throughout the year. We continue to re-commit ourselves to excellence as we prepare students for 21st Century learning.



### 1. Assessment Results:

Mohawk School has made significant gains from 2006 to 2010 in both reading and math for all demographic groups as evidenced by ISAT. For Reading, the progressive statistics for the "All" student group are: 77%, 76.8%, 70.9%, 75.3%, and 79.5%. For Math the progressive statistics over the same period are: 83.6%, 86.6%, 88.1%, 93.3%, and 94.5%. In 2008, the Limited English Proficient (LEP) subgroup scored 11.1% lower than the "All" student group. While we recognize that LEP students are included in the "All" subgroup, it is the only demographic from which to identify a differential since Mohawk School does not have a White subgroup. There has not been an achievement gap in the area of Math among our subgroups.

Mohawk School has the following four student subgroups: All, Hispanic, LEP, and Economically Disadvantaged. In Reading the Hispanic subgroup marked an increase from 73% in 2006 to 76% in 2010 that narrowed the gap by 3.5%. The LEP subgroup, which first emerged in 2007, marked an increase from 69.8% in 2006 to 74.7% in 2010. The Economically Disadvantaged subgroup marked a decrease from 82.1% in 2006 to 72.6% in 2010; we are investigating this decrease as part of our School Improvement Plan.

In Math the Hispanic subgroup evidenced an increase from 82.7% in 2006 to 94% in 2010. The LEP subgroup progressed from 76.9% in 2007 to 93.7% in 2010. The Economically Disadvantaged subgroup progressed from 82.1% in 2007 to 93.2% in 2010.

ISAT performance levels include four categories that include Warning, Below, Meets, and Exceeds. In order to meet or exceed the standards, students must score above the 191 cut score at grade three, 203 in grade four, and 215 at grade five.

The LEP students continue to face challenges in reading due to the various levels of language proficiency and acquisition of Cognitive Academic Language Proficiency (CALP). The focus has been to provide additional support to students who have fallen below the established benchmarks. As a result, a bilingual reading specialist position was added. This service supports K-2 student literacy development in their native language.

After analyzing the data, we found that the students who transitioned from the Transitional Bilingual Program into the monolingual setting performed at a lower level, which accounted for the gap. A third grade sheltered English program was added to assist transitioning students into English and content area curricula. The cohort of students who entered this program came from the early-exit Transitional Bilingual Program. The teacher implemented targeted, evidenced-based instructional strategies that were geared to the needs of second language learners.

Our English as a Second Language (ESL) teachers provide instruction at the level of support that students qualify for based on the ACCESS Test. ESL teachers deliver instruction both in push-in and pull-out settings and focus on content area vocabulary acquisition and writing. The focus of the ESL Program is to develop oral and written language skills while building background knowledge that can be transferred to other areas of the curriculum.

The achievement that our students have demonstrated is a result of providing a consistent, standards-based curriculum, implementing an ongoing progress monitoring assessment system, and utilizing effective instructional methodologies. The principal, teacher, and support personnel meet on a regular basis to discuss each student's needs and determine if the supports in place are appropriate for the student to be successful. Data guide instruction, and curriculum is differentiated accordingly. If a student continues to be challenged by the Tier I curriculum, data is analyzed at a RtI Committee meeting where

appropriate intervention is determined. These interventions are implemented and monitored minimally by the classroom teacher, reading specialists, bilingual reading specialist, math specialist, ESL teacher, and Special Education resource teacher, as appropriate. Progress is monitored every three weeks and modifications are made accordingly. One example of our intervention success is evidenced by a 50% decrease in the number of diffident students at grades 2 through 5 as of January 1, 2011, as compared to the August 2010 data.

The process for behavioral interventions occurs through the Positive Behavior Interventions and Supports (PBIS) Program. The number of office referrals decreased from 31 in September of 2010 to 1 in January of 2011. This is attributed to the fact that the universal team made the decision to remove homework as a behavior issue because of the lack of control the school has over the home environment.

The website for district and school information is [www.bsd2.org](http://www.bsd2.org). The Illinois School Report Card can be accessed at [www.isbe.net](http://www.isbe.net).

## **2. Using Assessment Results:**

As a district and school, we believe that assessment data is a vital component of a successful educational program. A variety of assessment tools are used to identify academic gains made by students as well as areas in need of strengthening.

The Measures for Academic Progress (MAP) is a web-based assessment instrument that is administered to grades 2-5 students three times a year. This test is a snapshot of students' current abilities in both reading and mathematics. The score represents strands that are correlated with the Illinois Learning Standards and allow teachers to tailor instruction to meet the needs of students. The assessment results are used to differentiate instruction and design interventions with the highest potential for increasing achievement.

In addition to MAP, teachers in grades 1-5 implement the Study Island web-based program to help analyze student performance in specific skill areas. This assessment can be utilized at school and practiced at home. The most useful application of the data is the ability to drill down to specific, essential skills for which students demonstrate deficiencies.

At the local level, we administer the Jerry Johns Basic Reading Inventory (BRI) on a trimester basis to help determine each student's fluency, decoding, and comprehension skills. This data helps to target students for reading intervention. Progress monitoring is done throughout the trimester to determine if the interventions are successful or if adjustments need to be made.

The Cognitive Abilities Test (CogAT) is administered in both second and fifth grade. This instrument assesses reasoning and problem solving potential. Additionally, the CogAT performance scores provide insight for crafting effective differentiation.

## **3. Communicating Assessment Results:**

Mohawk School values the importance of communicating student performance and assessment data to parents, students, and the community. State assessment results are one form of communicating to parents of students in grades 3-5. The test results are mailed home to each student's parents in September with the teachers and principal availing themselves to meet with parents to ensure understanding and accurate interpretation. Test results are then presented to the Board of Education and the Parent Teacher Association. The School Report Card results are placed on the State Board of Education and District 2 websites. Local report cards and progress reports are distributed each trimester. Parent conferences are formally conducted twice a year but are continually encouraged through classroom newsletters, bi-monthly school newsletters, parent and student school-sponsored workshops, and personal contact to maintain communication.

One key element to our success has been the Comprehensive School Committee (CSC). This is an oversight committee that is represented by teachers, parents, support personnel, and a community member to monitor the School Success Rubric. Components of the work that is done by the CSC on a monthly basis includes analyzing data by subgroups, planning school improvement strategies, monitoring student attendance, and reviewing student discipline. Suggestions are made from a variety of perspectives but with the focus of what is best for students.

Classroom practices that foster student engagement and accountability for learning are also a major form of communication. Teachers incorporate goal-setting strategies with students, conduct student conferences, and implement self-monitoring through charts and journals.

High expectations for student achievement and performance are communicated through modeling and teaching. Relationship building and communication has been essential in keeping students, parents, and community stakeholders informed and engaged in the process of educating children.

#### **4. Sharing Lessons Learned:**

Mohawk School has shared successful best practice strategies with other schools in the district and state. Over the past several years, we have enjoyed hosting numerous representatives from districts throughout Illinois. These partners in education have come to view the wide array of teaching strategies that our staff employs in order to succeed in achieving the highest level of academic success. One area of particular interest is our multi-faceted LEP instructional "menu" (e.g., self-contained Transitional Bilingual Programs, English as a Second Language (ESL) sessions, Sheltered English classroom). Visitors also request to observe guided reading, writing, reading interventions, and other support services that would be applicable to their programs. Upon completion of visits, a forum for debriefing and questioning is provided to offer any clarification or other suggestions.

Another opportunity for sharing takes place during District Institute Days. Colleagues engage in training their peers in best practices. One example includes instruction by one of Mohawk's teachers in the area of teaching content area vocabulary. This information was shared with both elementary and middle school staff in the district. Teachers were given examples of how to successfully incorporate content area vocabulary instruction to all learners. Resources were made available in hard copy form and posted on the district networking system.

Shared lessons and teaching vignettes are placed on the district website along with lessons and activities that are created for special events such as American Education Week. Lesson plans are also placed on the District 2 server. Teachers additionally have the opportunity to share their expertise through the district's "Bensenville University," one of our professional development opportunities.

### 1. Curriculum:

The Language Arts program at Mohawk School and District 2 reflects the belief that literacy is a communication process that includes the academic areas of reading, writing, spelling, grammar, listening, speaking, and information processing. Program goals are based on the Illinois State Goals and Standards for Learning for Language Arts and the current best practices in the area of language arts.

Reading encompasses the four areas of Shared Reading, Guided Reading, Independent Reading, and Read Alouds. A variety of intervention programs have been put into place for students who have been identified as having difficulty in the focus areas of fluency, comprehension, and word study. Examples include SOAR, Read Naturally, Reading Extended Response, and QAR. Delivery of services is determined through our RtI plan. Ongoing assessments ensure that student progress is monitored.

The Mathematics program at Mohawk School and District 2 enables students to learn mathematical content and develop problem solving strategies that are built on a strong computational skill base. The goals of the math curriculum focus on ensuring that students successfully acquire the mathematical habits of mind as defined in the new Illinois Common Core Standards and to be able to apply mathematical thinking to real world contexts. The core curriculum used at K-2 is Math Expressions; the Everyday Math program is used at grades 3-5. A math facts strategies program provides the necessary foundation for developing fluency in basic math computation. The math specialist provides intervention to students in need of additional differentiation.

The Science Curriculum is a student-centered program focusing on hands-on activities, ongoing assessment, and integration into other content areas. The program is aligned to the Illinois State Standards for Learning and the tenets of the National Science Teachers Association. The goal of the science program is to develop an understanding of the process of scientific inquiry and scientific principles as they apply to a contemporary technological society.

The Social Science Curriculum is aligned with the Illinois State Goals and Standards for Learning and the tenets of the National Council for Social Studies. The goal of the Social Science Curriculum is to develop high achieving students who exhibit the ability to think critically and understand the following themes: Political Systems, Economy, History, Geography, and Social Systems.

The Physical Development and Health Program is based on the Illinois State Goals and Standards for Learning. Physical Education provides students with the knowledge and attitudes necessary to achieve healthful living throughout their lives and to acquire physical fitness, coordination, and leisure skills. The Physical Health and Development program is one phase of the total educational program that enables students to safely develop physically, mentally, socially, and emotionally to their maximum capacity. Physical Education is provided to students in grades K-5 three times each week to participate in a variety of physical activities. Emphasis is placed on safety, fitness, skill development, good sportsmanship, and active participation.

The Fine Arts Program is based on the Illinois State Goals and Standards for Learning as well as the National Standards as established by the Music Educators Conference, the Illinois Music Educators Association, and the Illinois Theater Association. The K-8 discipline-based curriculum contributes to the creative development, self-discipline, critical thinking, and self-esteem of each student. Whenever possible, the arts are integrated into the other areas of learning.

The goals of the Fine Arts Program are to develop high achieving students who will understand the elements, processes, tools, and the unique qualities of the arts, demonstrate and apply the skills and knowledge necessary to create and perform in the arts, know and be able to recognize significant works in the arts and how they reflect various cultures and civilizations past and present, and nurture talents and

abilities that will continue throughout their lives. Music classes are provided to students in grades K-5 two times each week. Visual Art is provided to students once per week. In addition, students in grade 5 may participate in the District's Instrumental Program. Mohawk School also encourages student involvement in the fine arts through choir, art club, Orff club, and hand chimes, which are offered before and after school once per week.

The curriculum that is offered at Mohawk School and District 2 provides students with balanced, meaningful learning that prepares them with the necessary skills for future success. It is our goal to instill 21st Century thinking in students that enable them to compete in the global world.

## **2. Reading/English:**

The Mohawk School Language Arts Program reflects the belief that literacy is a communication process that includes the academic areas of reading, writing, spelling, grammar, listening, speaking, and information processing. Program goals are based on the Illinois State Goals and Standards for Learning for Language Arts and the best practices of instruction. The goals of the language arts program are to develop high achieving students who will read, comprehend, and reason at high levels of thought and to instill a sense of creative problem solving. The Houghton Mifflin Reading series is the core program used for literacy instruction.

We also utilize a scope and sequence for each grade level that outlines the essential reading skills and encompasses the five elements of a balanced literacy program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Additionally, a reading strategies and skills pacing guide for grades 3-5 has been developed that includes embedded essential literacy strategies across disciplines. Reading Extended Response procedures, QAR, interactive read alouds, and shared reading lessons have been implemented.

In order to improve the reading skills of students performing below grade level, Mohawk School offers reading intervention programs for all readers performing below the 50th percentile as evidenced by MAP scores. Tier II reading interventions focus on providing the necessary supports on an individualized basis. The integration of technology into the reading interventions is evident through the use of iPads, MP3 players, Flip Cameras, and MacBooks. The programs that are utilized are evidence-based and focus on best practice.

## **3. Mathematics:**

The math curriculum implemented at Mohawk School is multi-faceted. There are multiple math programs offered to ensure success for all children. Three years ago we were fortunate enough to have a dual adoption of math programs. In grades K-2 we utilize Math Expressions for the core program; Every Day Math is utilized at grades 3-5.

Math Expressions teaches the foundations of basic math concepts. Math talk is a main focus of the program. This gives all students the opportunity to share their ideas and strategies when solving all math programs. Each day the students work with the daily routine. This is a more effective way to teach math concepts while teaching the typical calendar routine. Students easily lead their class discussions at this time because it is familiar to them. Again this reinforces math talk.

Every Day Math is a spiral curriculum. This is very effective at Mohawk School because the skills are reviewed cyclically. There are typically 3 to 5 games per unit. The games require collaboration with other students. This is an easy and fun way for teachers to assess their students.

We also have a math intervention program for students that are below grade level. Students who fall into the second quartile are eligible to receive support through the Pin Point Math program. The District 2 math specialist delivers instructions to students in small groups and focuses on core concepts. These concepts are the building blocks that students need to be successful in their grade level math class.

Additionally, in grades K-5, we have a math facts strategies program in place. Each grade level is responsible for teaching the strategies that students need in order to acquire basic facts and apply them with automaticity and speed. Students work on a new math facts strategy each month. Games and activities are available for daily practice and serve as a motivating factor to engage students.

The variety of math programs and interventions meets the needs of the varying ability levels of students we serve. They allow our students to acquire the critical thinking, problem-solving, and analytical skills that are vital for success.

#### **4. Additional Curriculum Area:**

The Science Curriculum is a student-centered program focusing on hands-on activities, ongoing assessment, and integration into other content areas. The program is aligned to the Illinois State Standards for Learning and the tenets of the National Science Teachers Association. The goal of the science program is to develop an understanding of the process of scientific inquiry and scientific principles as they apply to a contemporary technological society.

Mohawk School and District 2 utilize the McGraw-Hill Science series for students in grades K through 5. The series covers Earth Science, Physical Science, and Life Science. The themes and activities have been aligned in order to provide students with a comprehensive understanding of each area.

Scientific topics are integrated with literacy through non-fiction interactive read alouds, responsive writing, and vocabulary. Hands-on science experiments and exploration provide all students with real life experiences that build background knowledge and make connections to the real world. Evidence-based strategies such as cooperative structures, pre-teaching content area vocabulary to second language learners, and interaction with technology has proven to be effective as evidenced by student engagement and performance based assessments.

Technology is used as an additional tool for teaching scientific concepts. Teachers have incorporated the United Streaming video clips that reinforce specific topics and provide visual representations that allow students opportunities to develop scientific inquiry and curiosity. Flip video cameras enable a lesson or experiment to be videotaped and reviewed for those students who may need additional support or who are absent.

Teachers use a vast array of materials that enrich science instruction. Power Point presentations and approved websites with interactive learning broaden the interest and knowledge base of students in the application of concepts. Experiment based learning labs are done through grade level rotations three times per year. In addition, teachers take advantage of outside resources such as field trips to the museums, local community colleges, on-site assemblies, and guest speakers.

Mohawk School teachers believe that it is essential to develop students' critical thinking and analysis skills through discovery and inquiry based learning. Science is the vehicle that expands students' minds and connects them with the world around them.

#### **5. Instructional Methods:**

Mohawk School differentiates instruction to meet the diverse needs of student subgroups in a variety of ways. The key to meeting varied levels of student readiness is to identify each student's point of entry and then differentiate the learning environment based on those needs. Data that guide the identification and service delivery process is gleaned from but not limited to ISAT, MAP, Jerry Johns BRI, reading and math extended response prompts, and formative, classroom level assessments. ACCESS scores determine the level of proficiency and the level of services students receive for those who qualify for bilingual.

Individual classroom teachers progress monitor students. The assessment results are used to group students flexibly for guided reading at their instructional levels. At risk students are monitored every three

weeks and structured, skill groups focus on building the essential understandings. This year the focus is on fluency and comprehension. Read Naturally is a program used for fluency and administered with the assistance of the reading specialists, bilingual reading specialist, and volunteers. Classroom teachers in grades 2-5 are focusing on extended response, interactive reading, and QAR strategies to develop and increase comprehension. Reading specialists, ESL teachers, and the Special Education resource teacher implement Tier II interventions.

In addition to supporting the needs of at-risk students, the gifted program identifies students of high potential on the basis of CogAT scores, classroom data, and teacher recommendation. The curriculum includes higher-level reading materials such as Junior Great Books and above grade level novels as well as non-fiction resources. The math program challenges students to perform at a year or more above grade level with a variety of print and electronic resources. Students are encouraged to use higher-level thinking skills and apply these skills in real world problem solving scenarios.

Teachers and staff share a common school-wide language for evidence-based instructional strategies. Connecting vocabulary with content area curricula has been most effective with our second language learners along with building background knowledge and developing oral and written language skills. Teachers work collaboratively to create lessons that incorporate graphic organizers, visual representations, key vocabulary, and the use of technology. As a result, students are focused and engaged in their learning resulting in a high level of achievement.

## **6. Professional Development:**

The professional development program at Mohawk School and District 2 focuses on specific opportunities for which student data indicate a need for strategic professional growth. The plan is differentiated, outcome-driven, and job-embedded. It offers a wide variety of options for staff to build capacity in meeting the needs of diverse students. Teacher collaboration, both at grade level and across grade levels, is essential for the dynamic plan-teach-revise process. Sanctioned time and self-selected time for collaboration are allocated for this purpose. Opportunities are scheduled based on student data, needs assessment surveys, and committee member interviews. Evaluation is both formative and summative in assessing teacher growth and the impact of the professional development on student achievement.

A variety of opportunities are offered throughout the year at both the school and district levels:

*Bensenville University* – After school workshops that target specific grades and emerge from the analysis of student data and/or teacher requests for improving practice to impact whole scale student achievement.

*Presenters* – Staff members interested in presenting and sharing their areas of expertise are encouraged to submit a Proposal for Professional Development Activity to the Professional Development Committee. Once approved, the staff member indicates the Teaching and Learning Standards and identifies ways for how participants will incorporate the new learning into practice.

*Early Release Thursdays* – Meetings are targeted to analyze data, student work samples, and increase professional practice.

*Student Achievement Collaborative (SAC)* – Monthly onsite meetings for staff to meet with the Assistant Superintendent for Learning and other resource personnel for the purpose of advancing student achievement and professional practice.

*Team Development Planning* – Meetings devoted to grade level and cross team development of practice, intervention and program. Participating staff submit a proposal to the principal for approval, which is then submitted to the Assistant Superintendent for Learning for final approval. The principal observes and provides feedback regarding the application and outcomes of the planning session to classroom practice and student achievement.

*External Professional Workshops* – Opportunities that tap into the external expertise of consultants and researchers who focus on multicultural education, differentiation, response to intervention, standards based curriculum design and assessment, and building a community of practice. Workshops are aligned with school improvement plans and student achievement data.

It is an expectation that all staff utilize effective instructional practices. Teachers must continue to expand their knowledge in educational practice and research to support learning.

## **7. School Leadership:**

The leadership philosophy and structure in the school focuses on creating a positive learning environment that supports students, teachers, staff, and families in achieving academic excellence. It is believed that students must be equipped with the skills necessary for 21st Century learning in order to be successful in our global society.

The principal cultivates and enables teacher leadership through their involvement in book studies, peer observations, shared expertise, collaborative planning, and co-teaching. A schedule is developed that provides grade level teams an hour block of time once a week within the school day to co-plan, analyze, reflect, and discuss student work. Additionally, the teacher evaluation system is utilized as a tool to promote professional growth and development through goal setting and reflection on instructional practices. Peer videotaping of lessons is used by the grade level teams to review and share.

It has been through collaboration, research, and book studies that teachers and staff have learned to embrace the use of data to guide and deliver instruction using best practice instructional strategies. The principal and staff meet monthly to review each student's progress and determine what other supports are needed. This is in addition to the RtI Meetings and Student Achievement Collaborative (SAC) at the district level.

The principal believes that students should be exposed to a variety of experiences and has encouraged the development of student leaders. The Service Club encourages citizenship. The PTA Student Board Representatives from grades 1-5 represent each classroom and foster leadership skills. Involvement in Girl Scouts, social skills lessons, and music and art clubs expands and enriches student experiences.

It is also believed that parent support is essential in order to support student learning. For the past three years we have offered workshops in Spanish through Navigating the American Education System, a program that assists parents in understanding what is needed to support their child's learning at home. Numerous other opportunities exist to nurture the all-important home-school partnership. "Mohawk University" engages parents in workshops that teach reading and math strategies to be used at home as well as becoming familiar with technology tools.

Building positive and trusting relationships with students, teachers, parents, and the community have been very important to realizing the achievement that has been made. The principal continues to reach out to all stakeholders in order to make a positive difference in the lives of children.



## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISAT

Edition/Publication Year: 2007

Publisher: Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	98	90	86	94	84
Exceeds	64	40	29	52	22
Number of students tested	42	50	53	33	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			100		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	95	87	85	91	85
Exceeds	56	39	15	64	39
Number of students tested	18	31	18	11	13
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	97	88	83	96	84
Exceeds	53	36	24	46	22
Number of students tested	30	42	43	22	37
<b>4. Special Education Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets & Exceeds	97	87	82	100	
Exceeds	55	30	22	50	
Number of students tested	29	37	42	10	
<b>6.</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b>					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: ISAT

Edition/Publication Year: 2007

Publisher: Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	76	68	65	85	78
Exceeds	29	6	15	30	14
Number of students tested	42	50	52	33	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			100		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	61	65	50	82	92
Exceeds	28	3	5	36	15
Number of students tested	18	31	18	11	13
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	70	64	58	96	73
Exceeds	23	5	7	27	8
Number of students tested	30	42	42	22	37
<b>4. Special Education Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets & Exceeds	66	60	57	90	
Exceeds	17	3	7	20	
Number of students tested	29	37	41	10	
<b>6.</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>NOTES:</b> The state AYP minimum targets increase 7% each year. In 2009-2010 the target was 77.5%; 2008-2009, 70%; 2007-2008, 62.5%; 2006-2007, 55.5%; and 2005-2006 -47.5%. The Limited English subgroup first emerged in 2007-2008.					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: ISAT

Edition/Publication Year: 2007

Publisher: Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	91	98	89	96	98
Exceeds	36	29	33	44	26
Number of students tested	45	52	50	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2			
Percent of students alternatively assessed		100			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	89	100	90	100	100
Exceeds	31	31	42	53	29
Number of students tested	26	26	19	15	14
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	89	100	88	97	97
Exceeds	37	25	29	52	18
Number of students tested	35	40	40	31	34
<b>4. Special Education Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets & Exceeds	86	100	83		
Exceeds	28	15	23		
Number of students tested	29	27	28		
<b>6. Racial/Ethnic Group (White)</b>					
Meets & Exceeds				100	
Exceeds				40	
Number of students tested				10	
<b>NOTES:</b>					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: ISAT

Edition/Publication Year: 2007

Publisher: Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	87	69	77	87	74
Exceeds	20	23	22	30	17
Number of students tested	45	52	49	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		2			
Percent of students alternatively assessed		100			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	81	62	69	93	71
Exceeds	15	19	21	33	21
Number of students tested	26	26	19	15	14
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	83	68	78	84	68
Exceeds	14	15	17	29	12
Number of students tested	35	40	39	31	34
<b>4. Special Education Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets & Exceeds	79	52	69		
Exceeds	3	4	10		
Number of students tested	29	27	27		
<b>6. Racial/Ethnic Group (White)</b>					
Meets & Exceeds				90	
Exceeds				50	
Number of students tested				10	
<b>NOTES:</b>					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: ISAT

Edition/Publication Year: 2007

Publisher: Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	96	93	84	90	86
Exceeds	29	30	11	17	9
Number of students tested	49	54	55	41	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	97	89	78	100	85
Exceeds	20	32	6	19	8
Number of students tested	30	28	18	16	13
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	97	93	83	87	85
Exceeds	22	21	7	13	10
Number of students tested	37	43	45	31	40
<b>4. Special Education Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets & Exceeds	94	83	65		
Exceeds	0	11	5		
Number of students tested	18	18	20		
<b>6. Racial/Ethnic Group (White)</b>					
Meets & Exceeds					90
Exceeds					10
Number of students tested					10
<b>NOTES:</b>					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: ISAT

Edition/Publication Year: 2007

Publisher: Pearson Education Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	80	85	66	71	80
Exceeds	33	26	23	17	18
Number of students tested	49	54	55	41	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed	100				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	73	79	67	69	77
Exceeds	17	29	28	6	23
Number of students tested	30	28	18	16	13
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	76	86	59	65	75
Exceeds	22	16	20	7	18
Number of students tested	37	43	45	31	40
<b>4. Special Education Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets & Exceeds	50	67	30		
Exceeds	0	6	5		
Number of students tested	18	18	20		
<b>6. Racial/Ethnic Group (White)</b>					
Meets & Exceeds					90
Exceeds					20
Number of students tested					10
<b>NOTES:</b>					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	95	94	85	93	89
Exceeds	42	33	25	37	18
Number of students tested	136	156	158	120	153
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1		
Percent of students alternatively assessed	100	100	100		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	93	92	84	98	90
Exceeds	32	34	22	43	25
Number of students tested	74	85	55	42	40
<b>2. African American Students</b>					
Meets & Exceeds					
Exceeds					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	94	94	84	93	88
Exceeds	36	27	20	36	16
Number of students tested	102	125	128	84	111
<b>4. Special Education Students</b>					
Meets & Exceeds	76	71	70	89	63
Exceeds	29	12	13	17	0
Number of students tested	17	17	23	18	16
<b>5. English Language Learner Students</b>					
Meets & Exceeds	92	90	78	100	
Exceeds	32	21	20	45	
Number of students tested	76	82	90	11	
<b>6. Racial/Ethnic Group (White)</b>					
Meets & Exceeds	100	94	94	100	92
Exceeds	50	56	47	40	21
Number of students tested	22	18	17	20	24
<b>NOTES:</b>					

11IL14

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets & Exceeds	81	74	69	81	78
Exceeds	27	19	20	26	16
Number of students tested	136	156	156	120	153
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	0	0
Percent of students alternatively assessed	100	100	100	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets & Exceeds	73	68	60	81	80
Exceeds	19	16	18	24	20
Number of students tested	74	85	55	42	40
<b>2. African American Students</b>					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Meets & Exceeds	76	73	63	80	72
Exceeds	20	12	14	20	13
Number of students tested	102	125	126	84	111
<b>4. Special Education Students</b>					
Meets & Exceeds	35	41	39	44	31
Exceeds	24	12	13	17	6
Number of students tested	17	17	23	18	16
<b>5. English Language Learner Students</b>					
Meets & Exceeds	67	59	53	82	0
Exceeds	8	4	7	18	0
Number of students tested	76	82	88	11	0
<b>6. Racial/Ethnic Group (White)</b>					
Meets & Exceeds	95	94	94	90	87
Exceeds	45	44	53	40	21
Number of students tested	22	18	17	20	24
<b>NOTES:</b>					

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